

teachers in local day schools. Furthermore, this provision also may require redefinition of the roles of professionals.

The funding pattern whereby the greatest fiscal responsibility along with the professional and administrative responsibility, rest with local education agencies, will demand examination and probably modification of the system for training and certification of professional and paraprofessional personnel. In other words, the consumers of the training establishment's products may have greater control over the qualities of those products, and through this, greater control over the training process itself.

Finally the provision that parents or parent surrogates must be involved in the development of the I.E.P. and the periodic evaluation of progress, provides an unprecedented opportunity for mobil-

izing this most valuable and grossly underemployed resource. Knowledgeable and active parents, with a personal stake in the development and implementation of their children's education, can be a powerful force to bring to bear on the local and state political systems in behalf of visually impaired children.

If we fail to exploit the opportunity provided by PL 94-142, to advance the cause of exceptional children, we deserve to be the helpless tools of the system we will undoubtedly be. But if we fail, can we also say that the children, who are the justification for our professional existence, also deserve their continued relegation to society's back wards?

More will be said in subsequent issues, especially with regard to delivery of services and professional training.

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